SCCMS

South Carolina's Coalition for Mathematics & Science

iCoaching Innovation Partnership 2007–08

MIDDLE SCHOOL-BASED INSTRUCTIONAL COACH

APPLICATION PACKET

SCCMS, South Carolina's Coalition for Mathematics and Science brings together advocates from business/industry, education, government and community organizations who seek constancy and quality in the state's approach to science, technology, engineering and mathematics (STEM) education.

iCoaching is an innovation partnership with:
The Mathematics and Science Unit
Office of Curriculum and Standards
South Carolina Department of Education

MSU
Mathematics and Science Unit
South Carolina
Department of Education

SCCMS
MIDDLE SCHOOL-BASED
INSTRUCTIONAL COACHING

CONTENTS

What Is the Anticipated Impact of Instructional Coaches (*iCoaches*)?

Introduction: Innovation partnerships are a form of action research promoted by South Carolina's Coalition for Mathematics & Science (SCCMS). Working together with the South Carolina Department of Education's Mathematics and Science Unit (MSU), the National Alliance for State Science and Mathematics Coalitions (NASSMC), and others, SCCMS has developed a comprehensive middle school instructional coaching (*iCoach*) initiative. As this is an action research innovation, many features of *iCoaching* will continue to be developed and refined while the initiative is in progress.

The Model: A well-trained *iCoach* works full time in a single middle school.
- The *iCoach* and principal work from a plan that is consistent with the district's strategic plan and the school's improvement plan.
- The *iCoach*'s assignment will be site specific and will be primarily to work with all of the teachers in the school who teach mathematics and/or science.
- The focus of the *iCoach's* work is on increasing teachers' capacity to use classroom strategies consistent with the SC MSU Theory of Action for Instructional Improvement. (See www.myscmsu.org)

When the Model is Fully Implemented:

1. **Schools have a cost-effective strategy to provide on-going, job-relevant professional development to their teachers.**
   Example: During the first year of the SC MSU coaching initiative, mathematics and science coaches delivered an average of **sixty** hours instructional improvement support per teacher. Sixty hours is the equivalent of 8 full professional days. These professional development days took place while teachers remained in their schools and in their classrooms.

2. ***iCoaches* receive significant training and support from the Department of Education's Mathematics and Science Unit (MSU) and other organizations with specialized expertise.**
   - *iCoaches* and their principals will receive training in key elements of The MSU Theory of Action for Instructional Improvement.
   - *iCoaches* will have access to an extensive library of electronic/internet based content and pedagogy support materials
   - *iCoaches* will be supported by virtual and other meta-coaching strategies
   - *iCoaches*, principals, and support personnel will meet regularly to ensure coordination and support

3. **Student achievement improves.**
   MSU coaching in grades K-5 has yielded significant improvements in student achievement in science and mathematics. (See www.myscmsu.org) These outcomes are the result of systemic work on the part of the school principal, the coach, the faculty, the district, and the MSU. **In other words, a fully implemented partnership is key to the success of coaching as a professional development strategy.**

For further information, please contact South Carolina's Coalition for Mathematics and Science: Interim Director, Dr. Tom Peters, at 864-656-1863 or tpeters@clemson.edu.
www.sccoalition.org

SCCMS MIDDLE SCHOOL-BASED *iCoach*
APPLICATION PACKET
2007–08

SECTION I: DISTRICT & SCHOOL INFORMATION

Check the content area for the *iCoach* position for which you are applying:

☐ Mathematics ☐ Science ☐ Mathematics & Science

iCoach nominee:	_____
District:	_____
School where *iCoach* will be assigned:	_____
School address:	_____

Principal:	_____	Telephone:	(_____)_____
E-mail:	_____		
District office contact:	_____	Telephone:	(_____)_____
E-mail:	_____		

SECTION II: TARGETED SCHOOL BASELINE DATA
(Provide data only for grades located in applicant school.)

Number of students per grade:

6_____

7_____

8_____

Number of teachers teaching mathematics and science per grade:

6 (science)_____ 6 (math)_____

7 (science)_____ 7 (math)_____

8 (science)_____ 8 (math)_____

Grade	Performance Level	PACT Mathematics Percentages				PACT Science Percentages			
		2003	2004	2005	2006	2003	2004	2005	2006
Grade 6	Below Basic								
	Basic								
	Proficient								
	Advanced								
Grade 7	Below Basic								
	Basic								
	Proficient								
	Advanced								
Grade 8	Below Basic								
	Basic								
	Proficient								
	Advanced								

Please respond completely to each of the items below.

- *Write each of your responses on a separate sheet of paper and label each response using the headings A, B, C, D, E, F, & G that are used here (e.g., "A. Effective Coaching Assignment").*
- *Double-space your typed responses and adhere to the page limits specified.*
- *Number your pages consecutively and attach your completed responses at the end of this application form.*

A. **Effective Coaching Assignment** (Not to exceed *one* page)
For coaches to be effective in improving instruction, their work must stay focused. Staying focused includes working in a limited number of content areas. Our primary focus is in improving instruction in mathematics and/or science classrooms. Because of the interdisciplinary nature of planning in many middle school settings, *iCoaches* may indirectly facilitate instructional improvement in other subject areas as well.

Explain your plan for an effective coaching assignment in your school. This assignment should include direct facilitation of a number of teachers that is both manageable and cost effective. (NOTE: Proposed assignments that include coaching in more than one school will <u>not</u> be considered.)

B. **Providing Time for Teacher Support** (Not to exceed *one* page)
For *iCoaches* to be effective in improving instruction, they need access to teachers during common planning times and opportunities for coaching within the school day. How will you provide opportunities for the *iCoach* to do the majority of their work with teachers within the school day?

C. **The Impact of Mathematics and/or Science Initiatives** (Not to exceed *one* page)
Describe any mathematics or science initiatives beyond the normal curriculum being implemented in your school (curriculum pilots, after school or special interest programs, etc.) How do these connect to each other, to the overall school improvement plan, and to the proposed *iCoaching* assignment?

D. **School Coaching Needs/Expected Outcomes** (Not to exceed *one* page)
Based upon your school's PACT data and any other relevant disaggregated data, describe the instructional improvement needs of your school. How will an *iCoach* help address these needs in mathematics and/or science?

E. **Continuation of the Coaching Program** (Not to exceed *one* page)
Identify specific funding strategies your district will take to ensure financial support for the *iCoach* beyond what is provided through the grant. (For example, use of PDSI funds, Title I, Title II, NCBL funds, etc.)

F. **Comprehensive School Change** (Not to exceed *one* page)
Describe other programs or support personnel (e.g., Literacy Coach, CSOS, SCRI, TSOS) expected to be in this school next year. How will coordination of effort between these programs or support personnel and the *iCoach* be facilitated?

G. **Additional Information** (Not to exceed *one* page)
Provide any additional information or describe any special circumstances that would be helpful to the selection committee. (For example, designation as a high-need school based on student population characteristics, lack of mathematics or science curriculum coordination, or other special circumstances may be included.)

SECTION IV: iCOACH INFORMATION

TO BE COMPLETED BY THE iCOACH APPLICANT

Check the primary content area of the iCoach position for which you are applying:
☐ Mathematics ☐ Science

NAME: _____ SS#: _____
       Last   First   Middle

MAILING ADDRESS: _____
          Street   City   State   Zip Code

PHONE: (____)_____ (____)_____ E-MAIL:_____
    Home including Area Code Work including Area Code

TOTAL YEARS OF EXPERIENCE:_____ MOST RECENT DEGREE: _____

PRESENT EMPLOYER: _____
        District   Superintendent's Phone #

_____ (____)_____ _____ (____)_____
  School   School Phone #   Fax #

WORK EXPERIENCE SUMMARY

Elementary: Number of years: _____	Middle: Number of years: _____	High: Number of years: _____

SOUTH CAROLINA PROFESSIONAL CERTIFICATES AND PROFESSIONAL INVOLVEMENT

Credential number:

National Board Certification:

☐ Yes (Date: _____) ☐ No

Area:_____

Professional Organizations:

Areas of certification:

Include a copy of your professional certificate with your application.

PROFESSIONAL PREPARATION

List in chronological order all colleges or universities that you have attended, beginning with the most recent:

COLLEGE OR UNIVERSITY	DATES OF ATTENDANCE	MAJOR	DEGREE EARNED Plus Hours Above

PROFESSIONAL POSITIONS

Provide the following information concerning your three most recent positions:

Current
Position:_____ School: _____ District:_____

Dates (*school years*) of employment: from _____ to _____ Principal: _____

Major duties and responsibilities:

Previous
Position:_____ School: _____ District:_____

Dates (*school years*) of employment: from _____ to _____ Principal: _____

Major duties and responsibilities:

Reason for leaving:

Previous
Position:_____ School: _____ District:_____

Dates (*school years*) of employment: from _____ to _____ Principal: _____

Major duties and responsibilities:

Reason for leaving:

REFERENCES

Your application packet must include sealed letters of support from three professional references, <u>one of whom would be the immediate supervisor in your iCoaching assignment.</u> The signature of the person providing the letter of reference should be written across the seal of the envelope.

Provide the following information for each of your three professional references:

Name: _____ Position: _____

E-mail: _____ Telephone:(_____)_____
                                                        Area Code

Name: _____ Position: _____

E-mail: _____ Telephone:(_____)_____
                                                        Area Code

Name: _____ Position: _____

E-mail: _____ Telephone:(_____)_____
                                                        Area Code

PERSONAL NARRATIVE

In order to complete your application, you must respond completely to the narrative sections below.

- *Write your narratives on separate sheet(s) of paper and label each response using the headings H, I, J, & K that appear below (e.g., "H. Background Experiences").*
- *Double-space your typed responses and adhere to the page limits specified.*
- *Number your pages consecutively and attach your completed responses at the end of this application form.*
- *Respond to each narrative based on the content area position (mathematics or science) for which you are applying.*

H. Background Experiences *(Not to exceed **two** pages)*

Describe a recent professional development experience you have had that you believe will enable you to coach middle school teachers to improve their instruction in mathematics and/or science. How has this experience influenced your own instructional practices in mathematics and/or science? Please include the name and date of this professional development experience.

I. Working with Adult Learners *(Not to exceed **one** page)*

What are some strategies you would use in working with teachers to improve instruction in mathematics or science in your school. What would be some evidence of the success of these strategies?

J. Teaching Mathematics or Science *(Not to exceed **one** page)*

What knowledge and skills should a middle grades teacher have in order to teach mathematics or science in ways that increase student achievement?

K. Working as an *iCoach* *(Not to exceed **one** page)*

Explain your perspective on how a coach should work in a school. What coaching activities do you see as having the greatest impact on improving instruction in mathematics or science?

AFFIRMATION OF STATEMENTS

I hereby affirm that all of my statements in this application are true and accurate.

_____   _____

Signature   *Date*

Return application packet including the application forms, Memorandum of Agreement, and three sealed letters of reference to:

> Dr. Tom Peters
> South Carolina's Coalition for Mathematics & Science
> Sears House at Clemson University
> #3 Hwy 93
> Clemson, South Carolina 29634-0977

Application Deadline: 5:00 p.m. Friday, December 8, 2006

I. *Background*

South Carolina's Coalition for Mathematics and Science (SCCMS) in partnership with the State Department of Education's Mathematics and Science Unit (MSU) has developed a program to improve instruction in the core areas of mathematics and science. In order to support these goals, SCCMS and MSU are jointly developing a process for the identification, selection, and training of instructional coaches (*iCoach*) to serve in middle schools with any or all of grades 6-8.

1. The work of the *iCoach* will be consistent with the MSU Theory of Action* for Instructional Improvement.

2. The work of *iCoach* will help develop school, and classroom infrastructure by attending to each of the following elements of the MSU Theory of Action for Instructional Improvement:

   a. research-based curriculum,
   b. competent teachers,
   c. assessment,
   d. instructional materials support, and
   e. engaged school and community.

3. The *iCoach* will work directly with teachers to bring about improvements in the classroom that will positively impact student achievement.

4. The work of the *iCoach* will be based on scientifically based research, content knowledge, and appropriate mathematics or science curriculum.

5. The work of the *iCoach* coach will be consistent with the MSU vision to improve student knowledge and understanding of mathematics or science.

*Adapted from the National Science Resources Center of the Smithsonian Institute/National Academies

II. *The Specific Parties in the Agreement*

The following person will participate in this program with the title of *iCoach*:

Name: _____

The following school and district will participate in this program (please type or print):

School:	_____
School Address:	_____
	_____
	_____
Principal:	_____
District:	_____
District Address:	_____
	_____
District Superintendent:	_____

III. Roles and Responsibilities of the iCoach

The work of *iCoach* is to develop capacity of a school faculty to improve instruction in mathematics and/or science. The *iCoach* will
- Work with teachers to plan, implement, and reflect upon lessons;
- Observe instruction and engage teachers in reflection;
- Identify standards-based materials and other curriculum resources;
- Assist teachers in the use of effective instructional strategies in their content-area.
- Encourage teachers to engage in professional dialog about instructional practices;
- Facilitate co-teaching and demonstration lessons; and
- Apply research and practices consistent with the MSU Theory of Action for Instructional Improvement.

IV. Collaboration

iCoaching will work most effectively as a partnership that includes the school, the district, the Mathematics and Science Unit and SCCMS. Successful coaching depends on effective collaboration, specifically:

A. The *iCoach* will
- Perform work consistent with coaching. (*Please see Guide on page 16 for a specific listing of assignments consistent with the iCoaching model*.)
- Perform work consistent with MSU Theory of Action for Instructional Improvement.
- Attend all meetings and training institutes.
- Complete and submit all assignments and updates in a timely manner.
- Assist in the implementation of SCCMS or MSU directives as requested.

B. The school district will
- Work with SCCMS and MSU to ensure effective use of the services of the *iCoach*. (*Please see Guide on page 16 for a specific listing of assignments consistent with the iCoaching model*.)
- Ensure that the principal and the *iCoach* attend all training institutes and meetings.
- Provide the space and resources (to include a personal computer with internet access to be used exclusively by the *iCoach*) necessary for the *iCoach* to function effectively in his or her position.
- Provide the *iCoach* with *adequate* opportunities during the school day for coaching (i.e., planning, observing, reflecting).
- Provide data to assess the effectiveness of the *iCoaching* program at the request of SCCMS and MSU.

C. The school will
- Engage the *iCoach* in a manner consistent with his or her roles and responsibilities as determined by SCCMS. (*Please see Guide on page 16 for a specific listing of assignments consistent with the iCoaching model*.)
- Ensure that the principal and the *iCoach* attend all training institutes and meetings.
- Provide the space and resources (to include a personal computer with internet access to be used exclusively by the *iCoach*) necessary for the *iCoach* to function effectively in his or her position.
- Provide the *iCoach* with *adequate* opportunities during the school day for coaching (i.e., planning, observing, reflecting).
- Provide data to assess the effectiveness of the *iCoaching* program at the request of SCCMS and MSU.

D. SCCMS/MSU will
- Provide timely and accurate information to the coach, school, and district participating in the *iCoaching* Initiative.
- Monitor and assess the effective engagement of the *iCoach*.
- Provide the training, leadership, and coordination needed for the *iCoach* to develop the instructional capacity of the school faculty.
- Work with the district, the school, and the *iCoach* to develop, implement, and revise as needed a school plan for instructional improvement in mathematics or science.
- Provide feedback on data collection and assist with data analysis as needed.

SCCMS reserves the right to withdraw assistance if it is determined that the school or district is not engaging the *iCoach* in a manner consistent with roles and responsibilities as outlined in this Memorandum of Agreement.

V.   *Stipulations Regarding the iCoach*

A. Financial Obligations
    For the 2007–08 school year,
    - SCCMS will provide $30,000 in support of the *iCoach*'s salary and fringe benefits for a 205-day contract.
    - The district will provide the remaining funds in support of the *iCoach's* salary and fringe benefits for a 205-day contract.
    - The district and/or school will provide support for transportation expenses (mileage) associated with the participation of the *iCoach*, principal, and/or district personnel to attend all training and meetings.

    Districts may use, PDSI, Title I, Title II Part A, or other appropriate funds available to the district to support the *iCoach's* remaining salary and/or training and travel cost. SCCMS/MSU will provide training and support as long as the school continues to abide by the terms of this MOA.

B. Employment Status
    - The *iCoach* will remain an employee of the school district and will be covered by the district's workers' compensation benefits.
    - The district will maintain the *iCoach*'s leave records for both earnings and charges. The *iCoach* must promptly notify the district and SCCMS of his or her intent to take leave or to be absent at any time. **Note**: Leave or absence *must* be approved in advance by SCCMS. The district will report the *iCoach*'s leave records for both earnings and charges on a quarterly basis.
    - The *iCoach* will be entitled to the holiday schedule observed by the district. Exceptions to the schedule may require attendance at statewide or regional meetings or training. However, the *iCoach* will not be required to work more than 205 days.

C. Period of Employment
    - The *iCoach*'s obligation to the district and the school will be for one school year (i.e., 205-day contract) contingent upon funding, the district's and the school's eligibility to receive services, the results of annual performance evaluations, and/or the *iCoach*'s adherence to guidelines and contract stipulations of this initiative.
    - At the end of this one-year contract, the *iCoach*, the school, the district, and the SCCMS are under no further obligation to continue an *iCoaching* program in the district.

D. Return to Regular Employment
    - The *iCoach* has no legal right to continue employment with the district as *iCoach* beyond the one-year contract term.
    - At the end of the contract period, the *iCoach* shall be allowed to return to his or her regular position with the district, with the same teaching or administrative contract status as when he or she left, including credit for time accrued as an *iCoach*, but without assurance regarding the particular school or the position to which he or she may be assigned.
    - The school year that the *iCoach* spends in the program shall be applied as a regular teaching year for all purposes such as seniority, pay increases, and retirement unless otherwise agreed upon by the *iCoach* and the district.

E. Ethics Laws
    The *iCoach* is bound by state ethics laws and is encouraged to become familiar with those laws.

NOTE: Funding for this program comes from an anticipated grant award. In the event funds are not available, this contract will be terminated.

VI. *Termination of the Agreement*

A. Funding Unavailable - **The funding for this program comes from an anticipated grant award. In the event that funds are not available, this agreement will be terminated.**

B. Termination by the *iCoach*
If the *iCoach* terminates his or her contract during the school year, the district may report the action to the State Board of Education as a breach of contract pursuant to S.C. Code Ann. § 59-25-530 (1990). The *iCoach* may be subject to the provisions of that section, which include suspension of the mathematics or science coach's teaching certificate for up to one year.

C. Termination by the SCCMS
SCCMS may terminate an assignment if the school or district does not assign the *iCoach* in a manner that is consistent with the roles and responsibilities designated by SCCMS. SCCMS's determination is final and may not be appealed.

D. Termination of Contract for Cause
- Any disciplinary action the district takes against the *iCoach* will be in accordance with the particular district's personnel policies and procedures. The *iCoach* is entitled to the protections of the Employment and Dismissal Act. Any right to a hearing will be at the district level.
- If the district wishes to continue the employment of the *iCoach* as a teacher, the district may do so. However, the district must return a pro-rated portion of the *iCoach*'s salary based on the number of days that the teacher worked as an *iCoach*.
- If the *iCoach* breaches any provision of his or her contract, SCCMS may terminate this agreement.
- If the contract of the *iCoach* is terminated, SCCMS shall have no further obligation with regard to this agreement.

If SCCMS terminates the assignment of the *iCoach* and determines that reassignment is not feasible, the *iCoach* will be reassigned within the district and a prorated amount of the *iCoach'*s salary will be returned to SCCMS. There shall be no further obligation by SCCMS or the district to continue an *iCoaching* program in the district after the *iCoach* returns to the district in the non-coaching role.

E. Notice of Termination
If hand delivered, notice of termination shall become effective on the date specified on the notice letter. If the letter is mailed, notice of termination shall become effective on the date of the notice letter.

If the school district is sending notice of termination to SCCMS, that notice shall be delivered to the following:

> South Carolina's Coalition for Mathematics & Science
> Attention: Dr. Tom Peters
> Sears House at Clemson University
> #3 Hwy 93
> Clemson, SC 29634-0977

VII. *Amendments*

This memorandum constitutes the whole agreement between the parties, and no prior representatives, negotiation, or agreements by any party shall affect the construction and operation of this agreement. This agreement may be amended only by a written instrument signed by all parties.

The following individuals, as the parties or the representatives of the parties named in this memorandum, agree to all stipulations as set forth herein:

SCCMS *iCOACH*

_____   _____
Name (please type or print)   *Signature*

_____
Date

SCHOOL PRINCIPAL

_____   _____
Name (please type or print)   *Signature*

_____
Date

DISTRICT SUPERINTENDENT

_____   _____
Name (please type or print)   *Signature*

_____
Date

SOUTH CAROLINA'S COALITION FOR MATHEMATICS & SCIENCE

_____
Signature

_____
Date

Application Deadline: 5:00 p.m. Friday, December 8, 2006

Return application packet including the application forms, Memorandum of Agreement, and three sealed letters of reference to:

> South Carolina's Coalition for Mathematics & Science
> Attention: Dr. Tom Peters
> Sears House at Clemson University
> #3 Hwy 93
> Clemson, SC 29634-0977

The following guidelines were designed to guide schools and districts as they develop *iCoach* applications. Selection of *iCoaches* will be guided by <u>but not limited to</u> these criteria:

I. Rating the District/School's Narrative

A. Effective Coaching Assignment
- The narrative clearly explains how the assignment will focus on instructional improvement in mathematics and/or science. (3 points)
- The narrative clearly explains how the assignment will impact a number of teachers that is manageable and cost effective. (3 points)

B. Providing Time for Teacher Support
- The narrative clearly explains how common planning time will be provided during the school day. (3 points)
- The narrative clearly explains how the *iCoach* will have access to teachers during the school day. (3 points)

C. The Impact of Mathematics/Science Programs
- The narrative clearly describes other programs in place in the school. (2 points)
- The narrative clearly describes how the programs connect to the school improvement plan. (1 point)
- The narrative clearly describes how the programs connect to *iCoaching*. (2 points)

D. School Coaching Needs and Expected Outcomes
- The narrative includes clearly identified needs based upon an analysis of relevant data. (2 points)
- The narrative articulates ways in which an *iCoach* could address those needs. (2 points)

E. Continuation of the Coaching Program
- The narrative clearly describes specific strategies the school/district will use to ensure financial support of the *iCoach*. (3 points)

F. Comprehensive School Change
- The narrative clearly describes other programs/people in place in the school. (2 points)
- The narrative clearly describes how these efforts and iCoaching will be coordinated. (2 points)

G. Additional Information
- Narrative makes a compelling, data-driven case for selection of this school. (2 points)

II. Rating the iCoach's Application

Applicant's Professional Preparation
- Application includes evidence of South Carolina certification (certificate enclosed) in an appropriate field. (1 point)
- Application includes evidence of a master's degree in an appropriate field. (1 point)

Applicant's Work Experience
- Applicant's classroom teaching experience is appropriate to the *iCoaching* position. (2 points)
- Applicant has experiences beyond classroom assignment(s). (2 points)
(The applicant may have been a lead teacher or department chair, may have written curricula, may have been a mentor, may have been a SIP facilitator, may have taught many grade levels or subjects with at least 3 years of teaching in one specific grade/subject, and/or may have extensive experience with additional leadership duties such as school planning.)

Letters of References/Support
- Three letters of reference address the requirements of professional preparation (A) and work experience (B) in this section. (3 points)
- One letter is from the applicant's immediate supervisor in the proposed *iCoaching* position. (2 points)

III. Rating the Personal Narrative

H. Background Experience
- The narrative includes evidence of participation in professional workshops, institutes, courses, or other opportunities specific to mathematics or science education. (2 points)
- The narrative includes evidence of how involvement in each professional development opportunity has influenced the applicant's own teaching. (2 points)

I. Experience Working with Adult Learners
- The narrative includes a description of knowledge of research-based strategies to assist teachers in improving instruction in mathematics/science in the school. (2 points)
- Activities address curriculum, instruction, and assessment. (2 points)
- The narrative describes evidence for success in improving instruction that is clearly linked to changing teacher behaviors to student achievement. (2 points)

J. Teaching Science or Mathematics
- The narrative includes evidence that the applicant understands state standards in mathematics and/or science (2 points)
- The narrative includes evidence that the applicant has content and pedagogical knowledge necessary to support teachers seeking to increase student achievement. (2 points)

K. Working as an iCoach
- The narrative includes evidence that the applicant has at least a novice understanding of the work of a coach. (2 points)
- The narrative includes evidence that the applicant has at least a novice understanding of how coaching has positive impact on improving instruction. (2 points)

GUIDE TO ASSIST IN DETERMINING
APPROPRIATE ASSIGNMENT FOR AN *iCOACH*

1. The purpose of the *iCoach* is to help raise student achievement by empowering teachers to improve instruction. Activities that promote this end should be encouraged; activities that do not should be avoided.

2. The *iCoach* is assigned to work with teachers in one middle grades school. While the *iCoach* is first and foremost responsible for improving instruction in mathematics and/or science, the *iCoach* may facilitate interdisciplinary planning and instruction as necessary to achieve mathematics and/or science goals.

3. The *iCoach* must be available to teachers during planning sessions, team meetings, and for other professional development opportunities. No other assignments or activities may interfere with coaching.

4. The *iCoach* may occasionally co-teach classes if the goal is to promote teachers' understanding of specific instructional practices. *iCoaches* may not be assigned to regular teaching duties during the school day.

5. The *iCoach* is not to be assigned as a substitute teacher.

6. The *iCoach* is not to be assigned to ongoing, non-instructional or administrative duties. The *iCoach* may volunteer to share in rotating duties such as bus, lunch, or hall duty so long as these duties do not interfere with coaching.

7. The *iCoach* is not to be used to train other coaches. The *iCoaching* initiative is not designed as a train-the-trainer program.

8. The *iCoach* has specific strategies and purposes for classroom observation. Assignment to complete formal observations for the purpose of teacher evaluation interferes with the *iCoach's* role in supporting instructional improvement. The *iCoach* is not to be assigned as an ADEPT evaluator.

9. The *iCoach* is obligated to attend **_all_** training sessions and meetings. The follow-up sessions are part of the *iCoach's* job. Requests for exceptions must be approved by the SCCMS *iCoach* Specialist.

Goals:
- Provide *iCoaches* with the skills they need to work effectively with the teachers in their schools
- Provide content needed to effectively coach teachers in implementing the SC mathematics and/or science standards for grades 6-8
- Develop a professional learning community in which *iCoaches*, school partners and SCCMS/MSU staff work to improve instruction and increase student achievement
- Develop and support coaching at the school and district level
- Support the implementation of a plan of action for instructional improvement

In order to achieve these goals, it is vital that continuing and substantial contact be maintained among the SCCMS/MSU staff and the *iCoaches*, the principals, and the district contacts. The *iCoaching* support system will include:

- Coaching
    1) Virtual Coaching: Weekly electronic and/or voice dialog between the *iCoach* and an *iCoaching* Specialist
    2) Regional meetings of coaches conducted by MSU staff.
    3) Meetings as necessary at the school including the *iCoach,* principal, district contact, regional MSU specialist and *iCoaching* Specialist.

- Communication
    1) e-mail
    2) phone
    3) electronic bulletin boards
    4) other methods TBD

- Training
    1) *iCoaching* Institute I: **For *iCoaches* <u>and</u> their Principals** - five (5) days of professional development in the context of coaching, introductory coaching skills and planning for instructional improvement. Dates: June 11-15, 2007. Location: Greenville.
    2) *iCoaching* Institute II: **For *iCoaches*** - five (5) days of professional development in the context of coaching, introductory coaching skills and planning for instructional improvement. Dates: July 16-20, 2007. Location: TBD.
    3) Continuing professional development sessions: **For Coaches** - Eight (8) sessions to enhance coaching skills (approximately 10 hours each). Dates: TBD. Location: Columbia.
    4) Online and other content support from various providers. Details TBD.
    5) Principal/District Engagement and Support Sessions Dates: July 19-20, 2007 and others TBD. Locations: TBD.